

TITLE NEWSLETTER

Volume 6, Edition 3, May 2007

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LEA annual Title I report

All states must comply with reporting requirements under NCLB. DOE submits Consolidated State Performance Reports (CSPR) two times each year. Part I of the 2007 CSPR was submitted in December and Part II in February. You may view these reports on the department's website:

<http://doe.sd.gov/nclb/state.asp>

Information provided by districts through written reports is combined with information found in SIMS (Student Information Management System) and PRF (Personnel Record Form) to generate these federal reports. Accuracy in encoding at the school and district level is critical for reliable data. For instance, Table 2.1.3.2 on page 9 of CSPR Part II contains information about student participation in Title I Part A for the 2004-05 school year.

Beth Schiltz is collecting the LEA Annual Title I Report of the 2006-07 school year. This information will be used to check accuracy of SIMS information for the current year for each district. Corrected data will be included in the CSPR due this winter.

Change in Job Duties

Steph Lebeda has been the Title III Director for the past couple of years but has now assumed new job duties within the department. She will begin her new position as the state's Head Start / Even Start Coordinator and will be working with other preschool initiatives.

Coding Title I Students

The Fall SIMS newsletter has information on page 1 regarding the coding of students (Title I included). This newsletter can be found at

<http://doe.sd.gov/ofm/sims/index.asp>

in the box labeled 'Newsletter' 'Fall 06'. Contact information can be found on the last page of this newsletter.

Remember to also code the meal status (free or reduced lunch) as this is a very important part of the reporting.

If the district or school is providing a Title I Summer program in the month of June, those students must be encoded as Title I students for the 06-07 school year. If the district or school is providing Title I summer school in the months of July and August, those students will need to be coded as Title I students for the 07-08 school year.

Title I Listserv

A Title I Listserv has been created as a vehicle in which to get Title I information to the right people. It will also serve as a way for Title I educators to communicate with each other and share ideas. This listserv is currently available at the following website. It is called **Title I Listserv**.

<http://www.k12.sd.us/listserv/>

Locate the Title I Listserv from the list, click on it, and register at the bottom of the page.

Assessment of Parental Involvement

At the end of each school year, Title I programs must evaluate parental involvement. This requirement can be met by administering a survey to Title I parents in a targeted assistance program or to all parents in a schoolwide program.

The annual evaluation (survey) should ask parents about the parent involvement policy and how effective the policy was in improving the academic quality of the schools served under the said programs. The survey should also ask parents to identify barriers to participation in activities. The findings should be used to design strategies for more effective parental involvement policies according to Public Law 107-110 section 1118.

You do not have to use a survey to meet the evaluation requirement. A survey is just a common method. You may choose to have an end of the year meeting to assess the program and the Parent Involvement Policy with parents and glean your information from the meeting. Whatever method you choose to use, you must document that an assessment took place.



Title I programs-- Targeted Assistance or Schoolwide Programs

For the duration of the school's participation in a Schoolwide Program or Title I Targeted Assistance Program schools are required to hold a review meeting to review the components of their Title I program and review and revise the program as necessary. Parents must be involved in this program evaluation. [Public Law 107-110 Section 1114 and 1115] This meeting must be documented with an agenda, meeting date, and/or minutes of the meeting. Schools are required to inform parents of the results of the review meeting. The results of the meeting may be summarized for parents and published in a school newsletter, or shared at the Title I parent meeting held each school year.

Where do I find the AMO (Annual Measurable Objective) targets?

Accountability Workbook 2007 is now available on-line at: <http://doe.sd.gov/nclb/state.asp>
The AMO targets are listed in the workbook and are also provided as a separate document on this webpage.

Schoolwide Conference

Monday October 2, 2007
Ramkota River Center, Pierre

School districts with an eligible Title I school in their district that would like to plan a schoolwide program are invited to attend the conference. Individual Title I schools within a district are eligible if the building's low-income percentage is 40% or higher. Those invitations will be mailed later this summer.

If attending the schoolwide conference to plan a schoolwide project for your school, each school is required to bring a team comprising of a minimum of four people.

For further information please contact Dawn Smith at dawnl.smith@state.sd.us or call 605-773-2535

Federal monitoring

The US Department of Education (USED) conducts monitoring reviews of Title I programs on a three year cycle. The SD Title I program was reviewed in the spring of 2003. USED staff will be on-site in SD during the week of June 11th. Several districts will be visited to review their full Title I programs, while other districts will receive visits to discuss their Supplemental Educational Services (SES) for eligible students in Title I schools in improvement status. USED monitors the state department by considering its guidance, support, and monitoring of local educational agencies.

Results of the federal monitoring visit will be available in the fall and will be reported via the department's website and highlights within the Title I Update.

End of year reminders

1. Make sure Title I students are coded in SIMS
2. Assure that students are coded by poverty status on SIMS
3. Annual LEA Report has been completed and submitted to DOE
4. Title I equipment inventoried
5. Prepare PSC (Public School Choice) & SES (Supplemental Educational Services) letters for August 2007, if applicable
6. Make plans to attend the Schoolwide Conference in October, if applicable

Great parent involvement begins at home

Classroom volunteers are great, but what if parents can't help during the school day? Remember that parent support means much more than just volunteering at school. Your goal should be to get them to realize the impact they have on their children's education. Research has shown conclusively that parent involvement at home is key to improving student achievement.

Think about it—even after children are of school age, they spend a staggering 70% of their waking hours (including weekends and vacations) outside the school setting, away from teachers and principals.



Of course you want parents to volunteer in the classroom and on school committees, but experts say that ongoing parent involvement at home is crucial.

So to make your parent involvement program the best that it can be, be sure to give parents specific suggestions for ways they can work with their children at home.

Reprinted with permission from the May 2007 issue of *Ideas staff can use* (Elementary edition) newsletter. Copyright © 2007 The Parent Institute®, a division of NIS, Inc. Resource: For more information on the importance of parent involvement, go to The Parent Institute website at www.parent-institute.com. You'll find selected research and tips for engaging parents. You will also find a blog on parent involvement by Dr. John Wherry.

Consolidated Application

Title and Grants Management staff conducted trainings for the consolidated application in February and April. The February trainings focused assistance on the General Narrative and Needs Assessment sections of the consolidated application. Districts were urged to begin the necessary meetings for the consolidated application committee to evaluate the current year's consolidated application, conduct data analysis to determine needs of the district, and to make decisions of how federal NCLB funds will be used to help meet those needs. Compliance and fiscal issues were also addressed.

The April consolidated application trainings were provided in nine sites across the states to allow for smaller groups of district teams to access the internet for work on the grant which is available on-line. Participants accessed the eGrant for the 2007-08 school year and were guided through the system using the LEA eGrant Manual throughout the process to acquaint participants with the contents of the manual. Narrative questions for each section for Titles I Parts A, C, and D, II Parts A and D, III, IV Part A, V, and REAP were addressed.

The eGrant for 2007-08 is available to all districts and is due July 1, 2007. Information about the consolidated application is found at: <http://doe.sd.gov/ofm/grants/LEAapp/index.asp> including the LEA eGrant manual, narrative questions document and program representative assignments. Participants were appreciative of the opportunity to work on their consolidated application while receiving assistance from DOE staff. With the on-site trainings provided, the development of the revised eGrant manual, and access to DOE staff assigned to each school, districts are well equipped to complete the consolidated application for this upcoming year.

National Title I Conference

Nashville, TN
Jan. 31 - Feb. 3, 2008



Join Us

The National Title I Conference is an annual professional development conference focused on the issues and concerns of Title I, the largest federally-funded K-12 program in the country. With inspiring and informative sessions, memorable special events, and numerous networking opportunities, Changing Performance: 2008 National Title I Conference will not disappoint. Next year's conference has over 50 sessions focusing on three themes, reauthorization, special populations, and education reform. Presentations are led by well known featured speakers, employees from the United States Department of Education and other exceptional educators and researchers. Join 3,000 of your colleagues from around the country at this essential professional development opportunity.

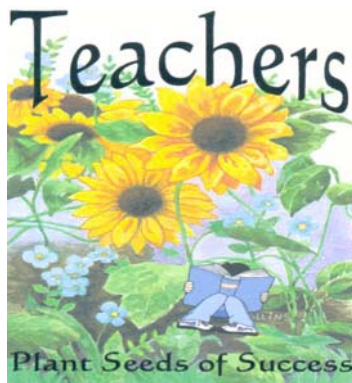
Don't Be Left Out!

The 2008 National Title I Conference is expected to sell out early. **Register now** to ensure your place at this important event.

For more information go to <http://www.nationaltitleconference.com/index.html>

2008 South Dakota Reading Conference

August 14 - 16, 2008
Pierre, South Dakota



Come and join us as we celebrate all teachers. Whether you are a parent, a classroom teacher, a para-professional, an administrator, or a professor you are a teacher and we want to celebrate what you do for young people and the future of our country.

We have changed the time of year for our conference to better meet the needs of schools in our state. We have motivating and inspiring speakers that will help teachers grow both professionally and personally. Currently we have professional speakers presenting from [Heinemann](#), the [International Reading Association](#) and [McRel](#). We are currently inviting some great authors and illustrators. We will update this website with names of our professional speakers and authors as they sign their contracts to attend.

South Dakota Reading Council website:
http://www.sdrc.dsu.edu/2008_south_dakota_reading_confer.htm

Committee of Practitioners Needs You!

The State Committee of Practitioners is in the process of recruiting members. You may be the person we need.

This committee, currently composed of eleven members, has openings for persons who are parents, teachers, or school board members. As a member of this committee, you would attend two meetings each year to review proposed or final State rules or regulations, review the accountability workbook, select the supplemental education services providers, and establish criteria for the Title I Distinguished Schools.

Volunteers on the committee will attend two meetings each year, one in June and one in late fall. The next meeting is June 5, 2007. Other work will be accomplished through emails and phone calls. Expenses will be paid by DOE.

Applications are encouraged. To apply for a position, a brief application must be submitted with a short biographical sketch. The application and other details are posted at <http://doe.sd.gov/oess/title/1Abasic/generalinfo.asp#Correspondence>

If you or someone in your district would be interested, please send in an application as soon as possible. We need you!

3rd Annual Reading First Conference – Hold the Date!

Conference Focus: Vocabulary and Comprehension Instruction

When: November 28 and 29

Where: Best Western Ramkota in Rapid City

Featured Speakers – Anita Archer, Roland Good, Jill Jackson and others!

Registration coming in May.

For questions regarding this professional development opportunity contact South Dakota Reading First Director Michelle Mehlberg at michelle.mehlberg@state.sd.us.

Reading Academic Standards

The SD Board of Education has approved a revision to the state's reading content and achievement standards. Districts have the next school year to align curriculum to the revised standards. The district's implementation of state content standards is articulated in district course guidelines. Title I teachers must also align their reading interventions to the revised standards to be implemented during the 2008-09 school year. The revised standards will be assessed with the Dakota STEP in the spring of 2009.

Early Learning Guidelines Approved

The SD Board of Education has approved Early Learning Guidelines for preschool children (see article in the Winter Update article posted at:

<http://doe.sd.gov/oess/title/1Abasic/index.asp> under Correspondence).

Breakout sessions were provided at the NCLB Conference held in Huron April 18-19 regarding preschool and kindergarten programs. Participants of the conference were provided with a copy of the Early Learning Guidelines. If your district was not represented at the conference and you would like a copy of the guidelines for your district, please email Steph Lebeda at: stephani.lebeda@state.sd.us for a copy. A color copy can also be downloaded at

<http://doe.sd.gov/contentstandards/docs/EarlyLearningGuidelinesBook.pdf>

**Teacher-to-Teacher
Free Summer Workshops by US
DOE
Registration Now Open**

The U.S. Department of Education's Teacher-to-Teacher Initiative has opened registration for its free summer workshops. The workshops will be held across the country starting May 31 and will target specific grade levels and content areas. Dates and locations for the workshops are shown here. Follow the links to learn more about a particular workshop, including viewing draft agendas for many sites. Please note that some sites may have changed.

Teacher Workshops

Teacher Workshops offer classroom teachers a free opportunity to participate in high-quality professional development designed to provide the classroom support, technical assistance, and increased collaboration needed to assure academic success for all students. Participants will share instructional strategies with prominent teachers from around the country in each content area and for each grade level. [Learn more here...](#)

To activate the links, hold down the ctrl key and click on the hyperlink.

Houston, Texas NASA May 31-June 1, 2007 Math and Science	Redmond, Washington Microsoft July 9-10, 2007 Math and Science	Waltham, Massachusetts Microsoft July 25-26, 2007 Math and Science
Albuquerque, New Mexico Target June 5-6, 2007 Reading, History, Fine Arts, and Foreign Language	Mountain View, California Symantec July 9-10, 2007 Math and Science	San Diego, California San Diego State University and Title VI Foreign Language July 26-27, 2007 Foreign Languages
El Paso, Texas Chamizal National Memorial June 7-8, 2007 Reading and History	Austin, Texas AMD and Spansion July 12-13, 2007 Math and Science	Warren, Michigan GM/MATHCOUNTS June 31- August 1, 2007 Math and Science
Estes Park, Colorado Rocky Mountain National Park June 19-20, 2007 Reading, Science, and History	Schaumburg, Illinois Motorola July 12-13, 2007 Math and Science	Palatine, Illinois Siemens August 6-7, 2007 Math and Science
Phoenix, Arizona Charter Schools June 21-22, 2007 Reading, Math, and Science	Louisville, Kentucky Target July 19-20, 2007 Reading, Foreign Language, Fine Arts, and Early Childhood	Lowell, Massachusetts Lowell National Historic Park August 6-7, 2007 History, Science, Fine Arts
Santa Clara, California EMC June 25-26, 2007 Math and Science	Miami, Florida Charter Schools July 23-24, 2007 Reading, Math, and Science	Anchorage, Alaska Alaska National Parks August 9-10, 2007 Reading, Math, Science, and History

Rights of Children and Youth who are Experiencing Homelessness

Districts are required to post this information and provide this information to parents.

You have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act of 2001. You have the right to:

- ◆ Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education provided to other students.
- ◆ Continue in the school you attended before you became homeless or the school you last attended, if that is your choice and is feasible. The school district's local liaison for homeless education must assist you, if needed, and offer you the right to appeal a decision regarding your choice of school if it goes against your wishes.
- ◆ Receive transportation to the school you attended before you became homeless, or the school you last attended, if you request such transportation.
- ◆ Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- ◆ Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- ◆ Enroll and attend classes while the school arranges for the transfer of school and immunization records or other documents required for enrollment.
- ◆ Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrollment.
- ◆ Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- ◆ Receive transportation to school and to school programs.

Resolution of Disputes Involving Students Experiencing Homelessness

The following information is based on a brief published by the National Center for Homeless Education at SERVE. For more information, go to www.serve.org/nche and find the brief "Resolution of Disputes."

Families and youth in homeless situations may be unaware of their right to dispute placement and enrollment decisions. When disputes are raised, too often, students are kept out of school during the dispute resolution process. The McKinney-Vento Education of Homeless Children and Youth Act requires districts to inform parents of their rights and give the parent a written explanation of school's decision if the school choice is disputed by the parent. The law also requires that the student attend the school of choice during the dispute process.

Districts must have a process for resolving disputes at the district level. When inter-district issues arise, representatives from all involved districts should be present to resolve the dispute. Parents should be able to initiate the process directly at the school they choose or at the school district level. Parents should be informed so that they can seek the assistance of advocates or attorneys.

Written notice to parents of their rights and the dispute process should be complete, as brief as possible, simply stated, and provided in a language the parent, guardian, or unaccompanied youth can understand. The written notice should include:

- Contact information for the district homeless liaison and the state coordinator, with a brief description of their roles.
- A simple, detachable form that parents, guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process (the school should copy the form and return the copy to the parent, guardian, or youth for their records when it is submitted.)
- A step-by-step description of how to dispute the school's decision.
- Notice of the right to enroll immediately in the school of choice pending resolution of the dispute.
- Notice that "immediate enrollment" includes full participation in all school activities.
- Notice of the right to obtain the assistance of advocates or attorneys.
- Notice of the right to appeal to the state if the district-level resolution is not satisfactory.
- Timelines for resolving district and state-level appeals.

A dispute may be appealed to the SD Department of Education by a parent/guardian or unaccompanied youth. The state form is located at <http://doe.sd.gov/oess/title/homeless/docs/HomelessComplaintForm.pdf>

Sample school and district forms may be found at <http://doe.sd.gov/oess/title/homeless/disputeresolution.asp>

For more information, contact the state coordinator, laura.johnson-frame@state.sd.us or call 605-773-2491.

Mastering Key Instructional Techniques in Teaching Literacy- Schools USING a Core Reading Program

A core reading program is the base reading program that is designed to provide instruction on the essential areas of reading for the majority of students. In general, the core reading program should enable 80% or more of students to attain the goal of benchmark in reading at their grade level. South Dakota Reading First is sponsoring a professional development opportunity for non-Reading First Schools using a core reading program in order to enable teachers to:

- Support and extend the critical elements of their core reading program.
- Provide additional, more explicit, instruction of the five big ideas of early literacy.
- Provide more instruction or practice in a particular area(s) of need.

This professional development opportunity will be held on July 30 - 31 with follow-up on October 30, 2007 at Cedar Shores in Oacoma. There is no registration fee to attend this workshop. To register for this and for more information about this opportunity and other reading workshops visit <http://www.southdakotapd.com>.

For questions regarding this professional development opportunity contact South Dakota Reading First Director Michelle Mehlberg at michelle.mehlberg@state.sd.us.



Mastering Key Instructional Techniques in Teaching Literacy- Schools NOT USING a Core Reading Program

Using research-based direct instructional templates, this one-day seminar will prepare Non-Reading First Schools that are not using a core reading program implementation to improve instructional intensity, increase explicit teaching and energize the teaching and management of reading for all students in the K-3 classroom. This one day seminar will be held on August 2, 2007 with follow-up on October 31, 2007 at Cedar Shores in Oacoma. To register and for more information about this opportunity and other reading workshops visit <http://www.southdakotapd.com>.

For questions regarding this professional development opportunity contact South Dakota Reading First Director Michelle Mehlberg at michelle.mehlberg@state.sd.us.

Institute on Beginning Reading

The goal of all children reading proficiently and imaginatively at grade level by the end of third grade is well within our grasp. The Institute on Beginning Reading will articulate what we know about scientifically based reading research and will include instruction, assessment, and data driven interventions to ensure that all students are reading at grade level by the end of third grade. Watch the southdakotapd.com website for dates and location.

For questions regarding this professional development opportunity contact South Dakota Reading First Director Michelle Mehlberg at michelle.mehlberg@state.sd.us.

DIBELS Training

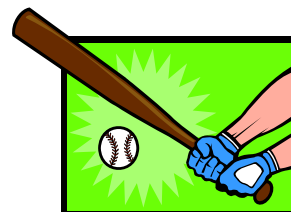
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of brief assessments that measure the "vital signs" of early literacy and reading development. DIBELS are designed to be used on an ongoing basis to chart students' early literacy and reading progress one step at a time from kindergarten through sixth grade. Students who are not progressing from one step to the next as expected are identified early. All students should be screened three times a year and those students identified as at risk or at strategic level should be progress monitored frequently between screenings with DIBELS.

South Dakota Reading First funded one ESA staff member to attend in-depth DIBELS training in San Francisco provided by Ruth Kaminski, Ph.D. and Roland Good, Ph.D., co-authors of DIBELS. Besides this basic in-depth training of DIBELS, ESA staff were also trained by South Dakota Reading First Staff in the interpretation of data and how to use that data to drive instruction for K-3 students. The following ESA staff attended the trainings:

ESA 1 – Julie Popham
ESA 2 – Lori Stoltenburg
ESA 3 – Kristi Hilzendeger
ESA 4 – Janeen Outka
ESA 5 – Chris Owens
ESA 6 – Coly Blake
ESA 7 – Barb Rowenhorst

Please contact the appropriate person from your ESA if you are interested in DIBELS training.

For other questions regarding DIBELS contact South Dakota Reading First Director Michelle Mehlberg at michelle.mehlberg@state.sd.us.



Reading First Schools Receiving More Reading Instruction than a Group of Comparable Schools

Abt Associates recently completed an interim report as part of a five-year evaluation of Reading First, a major federal reading initiative conducted for the U.S. Department of Education. The study is evaluating how the Reading First program is being implemented in the nation's schools and found that teachers in grades K-3 in Reading First Schools, spent significantly more time on reading than did teachers in a group of schools serving similar populations of students, a difference of approximately 19 minutes per day, or almost 100 minutes per week.

The Reading First Program, established under The No Child Left Behind Act of 2001, is meant to address a persistent education problem — large numbers of the nation's children do not develop the basic reading skills necessary to be successful in school. Reading First provides substantial resources at both the state and local levels to help ensure that all children can read at or above grade level by the end of third grade by improving the quality of reading instruction—and thereby improve the reading skills and achievement of children in the primary grades. As of July 2006, states have awarded sub-grants to approximately 1,600 local school districts, and these districts have provided funds to 5,300 schools nationwide.

The study also found that reading First Schools are implementing the major elements of the program as intended by the legislation,

such as providing scientifically-based reading instruction in grades K-3 and interventions for struggling readers, increasing the use of classroom-based reading assessments, and increasing participation in professional development activities.

Other key findings include:

- Reading First teachers were significantly more likely to place their struggling students in intervention programs than were teachers in a group of schools serving similar populations of students
- Reading First schools were significantly more likely to have a reading coach to support teachers in the implementation of their reading programs
- Teachers in Reading First Schools were more likely to report applying assessment results for varied instructional purposes (e.g., for planning, grouping, progress monitoring and identifying struggling readers)

The findings are based on survey data collected in spring 2005 by Abt Associates from 6,185 K-3 teachers, 1,574 principals and 1,318 reading coaches in nationally representative samples of 1,092 Reading First schools and 541 schools serving similar populations of students. (n.d. retrieved

<http://www.abtassociates.com/Page.cfm?PageID=40389>)

To read the entire report visit:
<http://www.ed.gov/rschstat/eval/other/readingfirst-interim/readingfirst.pdf>



Reading First given high rating of effectiveness

OMB (US DOE Office of Management and Budget) has given Reading First its highest rating of effectiveness. Across the entire government, only 17% of programs have an effective rating. Within US DE, only 4 programs were rated effective — Reading First has been deemed one of the most effective programs in the US DOE and in the whole US government. The link below gives some more information about the rating.

Reading First is the only NCLB program.

<http://www.whitehouse.gov/omb/expectmore/summary/10003321.2006.html>

ExpectMore.gov is the main webpage where all governmental programs can be accessed:

<http://www.whitehouse.gov/omb/expectmore/index.html>

Recommended Readings

Sally E. Shaywitz, **Overcoming Dyslexia.**

Douglas W. Carnine, Edward J. Kameenui, **Direct Instruction Reading** (4th edition)

Teaching Reading Sourcebook, 2nd Edition
<http://www.corelearn.com/sourcebook.htm>

South Dakota Reading First

South Dakota is in its third year of a six-year, \$14.5 million grant from the U.S. Department of Education to implement the program in our state. Currently, 10 districts in South Dakota have some or all of their schools participating in the Reading First program.

Schools/districts participating in Reading First

Bennett County School District	Pierre School District --Buchanan Elementary --McKinley Elementary
Bon Homme School District --Tyndall Elementary --Hutterische Colony	Tripp-Delmont School District** --Tripp Elementary --Clearfield Colony --Greenwood Colony
Kadoka School District** --Kadoka Elementary --Longvalley Elementary --Interior Elementary	Watertown School District --Mellette Elementary --Jefferson Elementary --Lincoln Elementary
McLaughlin School District	White River School District --White River Elementary --Norris Elementary
Mitchell School District --Longfellow Elementary --L.B. Williams Elementary	Wagner School District

With two years of data now available, the Reading First system appears to be having a powerful impact in South Dakota. Kindergarten classes have experienced the most dramatic results.

- o Statewide data shows a baseline of 16 percent of kindergarten students considered at *high risk* for reading failure in 2004. In 2006, that number had dropped to 1 percent.
- o At the same time, the number of kindergarten students considered at *low risk* for reading failure has climbed from 44 percent in 2004 to 90 percent in 2006.
- o Statewide data shows similar, although not as dramatic, patterns in grades 1-3

Reading First is a *system* of teaching children to read. While schools have the flexibility to choose their preferred reading program, the Reading First system focuses on the following strategies:

- o Programs must be validated by scientifically based reading research.
- o Programs must take an inclusive approach to student populations.
- o Curriculum must focus on the five big ideas of early literacy: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- o Programs must be systemic, explicit, data-driven, and feature homogeneous, small-group instruction.

Reading First is a prevention model, meaning children are identified as at-risk for reading problems *before* they fall behind. The Reading First system features three tiers of instruction (parallels IDEA's Response-to-Intervention Model):

- o Tier I – core curriculum, 90 minutes of reading per day, all students, initial screening of students
- o Tier II – supplemental instruction, additional reading time for students who need it (recommended: additional 30 minutes per day, five days a week), small groups, progress monitored every two weeks
- o Tier III –instruction for intensive intervention, supplements 90 minutes of Tier I instruction (recommended: two 30-minute sessions per day, five days a week), small groups, progress monitored every two weeks

For questions regarding South Dakota Reading First contact South Dakota Reading First Director Michelle Mehlberg at michelle.mehlberg@state.sd.us.

District Agreements with Delinquent Agencies

(Title I Part D Subpart 2)

All students who reside in delinquent facilities are entitled to Title I services. When districts agree to implement Title I services for the students in these facilities, they agree to be partners in the implement of a program that addresses more than academics and takes into consideration the many needs of the individual.

Each agency entering into an agreement with a district to provide services to children and youth must agree to eleven (11) program requirements. (Public Law 107-110, Section 1425) Districts must ensure that there is a written agreement with the agency that addresses these components. The eleven requirements are listed below.

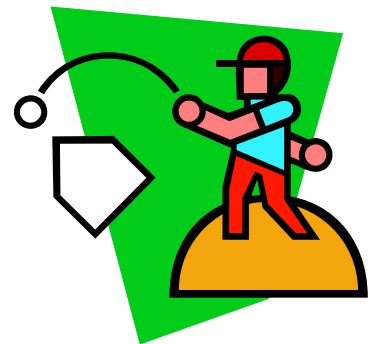
- 1) Ensure that the educational program is coordinated with the student's home school, particularly with respect to IEPs.
- 2) If the youth is identified as in need of special education services while in the facility, notify the local school of the youth with the need.
- 3) Provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.
- 4) Provide support programs that encourage youth who have dropped out of school to reenter school once their term at the facility has been completed, or provide such youth with the skills necessary to gain employment or seek a diploma or GED.
- 5) Work to ensure that the facility is staffed with teachers and other qualified staff who are trained to work with youth with disabilities.
- 6) Ensure that educational programs in the facility are related to assisting students to meet high academic achievement standards.
- 7) To the extent possible, use technology to assist in coordinating educational programs between the facility and the school.
- 8) Where feasible involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of the youth in the system.
- 9) Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth under the Workforce Investment Act of 1998 and vocational and technical education funds.
- 10) Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 2002 and other comparable programs.
- 11) If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

If you need more information on district agreements with an agency working with delinquent students, contact Laura.Johnson-Frame@state.sd.us or call 773-2491.

How long do I have to save files and records?

It is recommended that records be kept for 3-5 years. The state monitoring system is set up on a five year cycle meaning that each school will be review about every 5 years.

It is also recommended that documentation of participation in the Title I program and parent signatures for non-participating in the Title I program be added to the student's cumulative file. Local program information for the past 3 years must be kept for audit purposes. Migrant COE's must be kept on file for 7 years.



Hitchcock-Tulare Elementary Receives National Recognition



Earlier this year, Hitchcock-Tulare Elementary was honored as a Distinguished Title I School. Sixty-four schools representing 36 states received the recognition during the National Title I Conference in Long Beach California. Four teachers from Hitchcock-Tulare attended the event. Title I targets high-poverty schools by providing instructional support to students in reading and math.

Title I schools with a poverty level of 35 percent or higher are eligible to receive the honor. In addition, the schools have demonstrated significant sustained academic improvement. Winners are chosen in one of two categories: 1) Exceptional student performance for two or more consecutive years, or 2) Closing the achievement gap between student groups.

Hitchcock-Tulare Elementary was selected in the first category. Ninety-five percent of its students were proficient or advanced in math in 2006, and 93 percent in 2005. Ninety-five percent of its students were proficient or advance in reading in 2005, and 97 percent in 2005.

The district was formed three years ago with the consolidation of the Hitchcock and Tulare districts.

What Works Clearinghouse

<http://www.whatworks.ed.gov/>

WELCOME!

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). The WWC regularly updates the WWC Technical Standards and their application to take account of new considerations brought forth by experts and users. Such changes may result in re-appraisals of studies and/or interventions previously reviewed and rated. The current WWC Standards offer guidance for those planning or carrying out studies, not only in the design considerations but the analysis and reporting stages as well. The WWC Standards, however, may not pertain to every situation, context, or purpose of a study and will evolve.

Reviews Available Now

Beginning Reading
Early Childhood Education
Dropout Prevention
Character Education

Middle School Math Curricula
English Language Learners
Elementary School Math

Two of these studies are highlighted below.

Elementary School Math

The What Works Clearinghouse (WWC) review of this topic focuses on math curricula designed for use in elementary schools with attention to student outcomes related to math achievement. Elementary school is defined in this review as a school with any of the six grades, kindergarten through fifth grade. Elementary school math curricula are math programs that specify clear learning goals for students; extend over the course of a semester or more; are central to students' regular instruction; and are based on text materials, manipulatives, computer software, videotapes, other materials, or any combination thereof. Closely related programs such as supplemental math programs, and instructional practices such as computer-assisted instruction, may be addressed in future WWC reviews, but are not included in the current review.

Effectiveness ratings for Elementary School Math programs in one domain

Intervention
Everyday Mathematics
Houghton Mifflin Mathematics
Progress in Mathematics © 2006
Saxon Elementary School Math
Scott Foresman-Addison Wesley Elementary Mathematics

Middle School Math Curricula

The What Works Clearinghouse (WWC) review focuses on interventions based on a curriculum, which contain learning goals that spell out the mathematics that students should know and be able to do, instructional programs and materials that organize the mathematical content, and assessments. There are two WWC reviews for this topic. The first review focuses on middle school mathematics interventions and the second focuses on elementary school mathematics interventions.

The WWC is currently updating the Middle School Math Curricula Topic Report

Effectiveness ratings for Middle School Math Curricula programs in one domain

Intervention
Connected Mathematics Project (CMP)
I CAN Learn® Pre-Algebra and Algebra
Saxon Middle School Math
The Expert Mathematician
Transition Mathematics
University of Chicago School Mathematics Project (UCSMP) Algebra

Suggest fun ways parents can promote learning this summer

Want to reinforce skills during the summer months? You'll find parents are eager to help if they know what to do. And even the busiest parents can spend a few minutes each day with their child. To get them started, share the following list of learning activities they can do in just 10 minutes.

Dear Parent,

It seems as if we're all incredibly busy—and the summer months will be no exception. But even with all you're doing, find time for some learning fun. Here are 10 learning activities you can do with your child in under 10 minutes!

1. Read a short poem together.
2. Play a quick game of Hangman or Tic-Tac-Toe.
3. Measure ingredients for a meal together.
4. Sort clothes together while doing the laundry.
5. Cut out an article from the newspaper. Cut off the headline. Ask your child to read the story and make up a headline. Then read the article together and compare the two headlines.
6. Have your child find a "new word of the day." Have your child write the word on the front of a file card and the definition on the back. Together make up sentences using the word. Review all the file cards at the end of the week.
7. Ask your child to calculate the tip when you are at a restaurant.
8. Start a sentence-a-day story. Have your child write one sentence a day in a journal. Provide crayons or markers for illustrating it.
9. Recruit your child to give the family a "news report" on something interesting from the news of the day.
10. Keep a pair of dice in your pocket or purse. Then use "down time," such as waiting in a doctor's office, to have your child add or multiply the numbers that come up on a toss of the dice.

Learning can happen anytime, anywhere. Make it fun!

Sincerely,

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Governor Round's Teacher Leadership Conference

Sept. 16-18, 2007, Ramkota RiverCentre, Pierre

Credits: 1 graduate or renewal credit

Information: Mailings will be sent to Superintendents

South Dakota - Parent Information and Resource Center/ Parent Resource Network

<http://www.sdprn.org/content/sdprn/default.htm>

SDPRN is a Parent Information and Resource Center funded through a discretionary grant from the US Department of Education, Office of Innovations and Improvements. Established in 1995, SDPRN provides information and training to effectively engage families in the educational success of children.

SDPRN has developed informational materials and training opportunities for parents and educators that are grounded in relevant research and best practices. These resources are designed to:

- Help parents understand the provisions and opportunities of the [No Child Left Behind Act](#).
- Build the [capacity of parents](#) to support their children's development and academic achievement from birth through high school.
- Assist [schools](#) to create partnerships and capitalize on the involvement of parents in their efforts to improve academic achievements.

2007 School Improvement Conference

The annual School Improvement conference is tentatively set for Monday, August 20, 2007. More information will be provided to districts as preparations are made for release of AYP status and the annual assessment and accountability reports.



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Learning. Leadership. Service.

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